

AP[®] EUROPEAN HISTORY

2012 SCORING GUIDELINES

Question 1 — Document-Based Question (DBQ)

Analyze various arguments that emerged over the course of the nineteenth century about how to improve the lives of European workers.

BASIC CORE — 1 point each to a total of 6 points

- 1. Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question. Thesis must not simply restate the question.**

The thesis must address **at least two arguments** concerning improvements in European workers' lives with some degree of specificity. The thesis need not appear in the first paragraph; it may be found in the conclusion.

- 2. Discusses a majority of the documents individually and specifically.**

The essay must use **at least seven documents** — even if used incorrectly — by reference to anything in the box. Documents cannot be referenced collectively to get credit for this point (e.g., "Documents 2, 3, and 6 suggest ...") unless the essay goes on to discuss them individually.

- 3. Demonstrates understanding of the basic meaning of a majority of the documents (may misinterpret no more than one).**

The essay may not significantly misinterpret **more than one document**. A major misinterpretation is an incorrect analysis OR one that leads to an inaccurate grouping. An essay cannot earn this point if no credit was awarded for point 2 (discusses a majority of the documents).

- 4. Supports the thesis with appropriate interpretations of a majority of the documents.**

The essay must use **at least seven documents** correctly and analytically in the body of the essay to provide support for the thesis. An essay cannot earn this point if no credit was awarded for point 1 (appropriate thesis). An essay also cannot earn this point if no credit was awarded for point 2 (discusses a majority of the documents).

- 5. Analyzes point of view or bias in at least three documents.**

The essay must make a reasonable effort to explain why a particular source expresses the stated view by

- relating authorial point of view to author's place in society (motive, position, status, etc.); OR
- evaluating the reliability of the source; OR
- recognizing that different kinds of documents serve different purposes; OR
- analyzing the tone of the documents; must be clear and relevant.

Note: 1. Attribution alone is not sufficient to earn credit for point of view (POV).
2. It is possible for essays to discuss point of view collectively (includes two or three documents in making a single POV analysis), but this counts for only one point of view.

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Question 1 — Document-Based Question (continued)

6. Analyzes documents by explicitly organizing them in at least three appropriate groups.

A group must contain **at least two documents** that are used correctly and individually. Groupings and corresponding documents *may* include the following (not exclusive).

Arguments Regarding Improvements of Workers' Lives*

- Laissez-faire/noninterventionist/classical economist: documents 1, 2, 10
- State interventionist/reformist/activist/socialist: documents 3, 5, 7, 8, 9, 12
- Radical: documents 5, 6, 8, 11
- Revolutionary: documents 5, 6, 11
- "Unity": documents 4, 5, 9, 11
- Working women's rights: documents 5, 8
- Expanded suffrage/workers' rights: documents 4, 8, 12

*These themes may be incorporated into chronologically structured essays that emphasize change over time.

Expanded Core: 0–3 points to a total of 9 points

The essay merits credit beyond the basic core of 1–6 points. The basic score of 6 must be achieved before an essay can earn expanded core points. Credit awarded in the expanded core should be based on holistic assessment of the essay. Factors to consider in holistic assessment may include the following:

- Presents a clear, analytical, and comprehensive thesis.
- Uses all or almost all the documents (10–12 documents).
- Uses the documents persuasively as evidence.
- Shows understanding of nuances of the documents.
- Analyzes point of view or bias in at least four documents cited in the essay.
- Analyzes the documents in additional ways (e.g., develops more groupings).
- Recognizes and develops change over time.
- Brings in relevant outside information.

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Question 1 — Document-Based Question (continued)

Document Summary

Document 1: Thomas Malthus, English economist, *An Essay on the Principle of Population*, second edition, 1803

The causes of poverty and social inequality cannot be resolved by the rich or by government intervention; the poor should have patience.

Document 2: David Ricardo, English economist, *Principles of Political Economy and Taxation*, 1817

Legislative reforms to increase workers' wages (e.g., the Poor Laws) run counter to the principles of free-market enterprise (*laissez-faire*); further, Ricardo shifts responsibility to the poor and suggests ironically that the legislature regulate population size. Note: the principal thrust of this document is that Ricardo opposes government intervention.

Document 3: Saint-Amand Bazard, French social theorist, public lecture, 1828

Laissez-faire policies are not effective in alleviating miseries of the poor in the short term.

Document 4: London Workingmen's Association, petition to Parliament for the "People's Charter," 1838

Granting the suffrage to all workers over the age of 21 will relieve the suffering of the laboring poor.

Document 5: Flora Tristan, French writer and political activist, *The Workers' Union*, 1843

Only through unity will the working class be able to demand concessions from the bourgeoisie, and the unity of working men and women will result in gender equality.

Document 6: Karl Marx and Friedrich Engels, German Social theorists, *The German Ideology*, 1845–1846

A wholesale revolution is the only way to achieve the overthrow of the ruling class.

Document 7: Louis Blanc, French political leader, *The Organization of Labor*, introduction to the second edition, 1848

Only strong government intervention can successfully overturn *laissez-faire* principles in order to alleviate social inequality.

Document 8: Pauline Roland, French writer and political activist, letter to the editor of the French newspaper *Universal Well-Being*, 1851

Women should have a right to the same employment opportunities as men in order to establish their independence.

Document 9: Ferdinand Lassalle, German political activist, "The Workers' Program," public speech delivered in Berlin, 1862

Only the state, ruled by the ideas of the working class, can promote and protect the moral principles of equality for all people.

Document 10: John Stuart Mill, English political theorist and member of Parliament, *Chapters on Socialism*, unfinished book, begun in 1869 and published posthumously in 1879

Contrary to the beliefs of Socialists, the current system of liberal government is slowly eradicating social injustices.

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Question 1 — Document-Based Question (continued)

Document Summary (continued)

Document 11: Central Electoral Committee of the Eleventh Arrondissement of the city of Paris during the period of the Paris Commune, 1871

The realization of the commune will ensure the establishment of individual rights for all citizens and eliminate class distinctions.

Document 12: Alexandre Millerand, member of the French national legislature, speech, 1896

Suffrage seeks to establish economic and political liberation for all, rather than to resort to revolution.

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Question 1 — Document-Based Question (continued)

A Closer Look at Point of View

There are many means by which an essay can demonstrate point-of-view analysis in this DBQ.

Examples of ACCEPTABLE Point-of-View Analysis

Relating authorial point of view to author's place in society

1. "Tristan tried to spread unity among her readers by suggesting that strong union will be difficult to break by others of higher standing or social ranking. Having felt the vulnerability and difficulties of being a woman, Tristan acknowledged the fact that equality should not be limited to one gender."
2. "David Ricardo stated that wages should not be controlled by government. As a classical economist and supporter of laissez-faire, Ricardo would have collected factual evidence to reinforce his conclusion that free markets should continue."
3. "Marx and Engels were two of the most anti-capitalistic men of their era and it is easy to see that their main course of action would be to overthrow the imperialistic, capitalistic governments of Europe."
4. "The Workingmen's Association, made up of members of the class most afflicted by the government's apathy, experienced first-hand the problems caused by a lack of representation."

Evaluating the reliability of the source

1. "Bazard is speaking in a public lecture, implying that he was trying to gain the worker's favor by pointing out the cruelties of capitalism."
2. "But the fact that Louis Blanc is a French political leader where the workers were more inclined to demand equality and betterment of living standards, indicates that he may have inevitably chosen to cater to their needs to gain their support and bring stability to France."
3. "Roland, a writer and political activist, expressed her ideals of gender equality. She, as a woman like Tristan, is a reliable source of the reformist viewpoint that many women held on the topic of gender equality."

Recognizing that different kinds of documents serve different purposes

1. "By presenting his view in a public lecture, Bazard intended to whip up popular support for his agenda."
2. "By presenting a petition to Parliament the London Workingmen's Association hoped to gain approval for new legislation to extend the suffrage to workers over the age of 21."
3. "In publishing her views in an activist newspaper like *Universal Well-Being* Roland could be certain to spread the word over a large audience of Frenchmen."

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Question 1 — Document-Based Question (continued)

A Closer Look at Point of View (continued)

Analyzing the tone of the documents

1. “Saint-Amand Bazard argues that laissez-faire economics demands that a worker sit by and wait on the reassurance that he will get food in a few years. He claims that in the midst of “thousands who are starving” merely waiting until the invisible hand balances the economy is absurd.”
2. “The urgency and passion of this document was obviously intended to appeal to workers’ emotions and inspire revolution, making it propaganda.”
3. “Louis Blanc proclaims passionately that strong government intervention should undermine laissez-faire policies and thus achieve freedom for all.”

Examples of UNACCEPTABLE Point-of-View Analysis

1. “The point of view is that of workers who have decided to stand up to the government” (doc. 1).

Why unacceptable? The essay explains workers’ action but does not explain why it represents a bias.
2. “Marx would most likely promote his theory of socialism at all costs since he completely believed in it.”

Why unacceptable? This argument is circular and could be said of all authors. The essay does not explain why Marx holds this theory.
3. “This source is biased as Blanc is a political leader and is most likely a conservative as he is pushing for the idea of increased government control.”

Why unacceptable? The statement incorrectly identifies Blanc as a conservative.
4. “These two individuals’ views are fueled by their gender.”

Why unacceptable? The essay makes no connection between gender and the issues they are promoting.
5. “Ricardo’s work was published in a book and can be read as reliable and informed, as he is a very educated man.”

Why unacceptable? There must be more explicit explanation of the source of a person’s credibility than a generic situation of simply publishing work or having education.
6. “Pauline Roland, although biased because she is a woman, advocated in a letter to the editor of a French newspaper that women should receive the same rights as men are entitled to, including complete independence of work and home.”

Why unacceptable? The essay presents little more than attribution (a woman) to explain why Roland holds these stated views.

The Industrial Revolution caused a great influx of low ~~the~~ class workers from the farms (which, having been modernized by Jethro Tull's seed drill and "Turnip" Townshend's crop rotation theory, now required less labor) into the cities (whose burgeoning factories, especially in textiles, pottery, and heavy industry required a greater number of semi-skilled and unskilled labor). Now in close proximity (as opposed to the more widespread rural poor of earlier centuries), the workers agitated for better living conditions. Many advocated moderate governmental reforms that would put new emphasis on caring for the downtrodden. Others had a more extreme viewpoint and sought economic equality through violent revolution and a complete shift in the status quo. A few supporters of these more radical ideas espoused the need for greater gender equality, seeing that as the key to a better life ~~to~~ for the working class. Meanwhile, a core group of conservatives continued to cling to the laissez-faire policies that had gained them so much wealth, assuming it would work as well for the problem of the poor.

A traditionally more liberal and reform-minded country, England had some of the greatest success in effecting a shift to a more caring government, within the context of Parliament. The Chartists of the 1830s petitioned the English Parliament for increased male suffrage (doc 4) among other electoral reforms, including the elimination of rotten and pocket boroughs (voting districts either ~~that~~ occupied by a handful of voters or existing entirely on one estate, respectively). They

found success with the passage of the Great Reform Act, a law which guaranteed more male suffrage, a more fair distribution of the electorate, and the stipulation that members of Parliament need not own property. Of course the workings of doc. 4 were highly BIASED in their petition, since though they appeal to the government's morals in helping the poor, the passage of the Charter would practically enable these workers to attain high seats in government. Nevertheless, the reforms did improve the livelihood of the British masses enough to allow J.S. Mill to assert that "the good tendency [of evils suffered] is towards their slow diminution" (doc 10). Across the Channel and decades later, a French socialist echoed his call for moderate alleviation of the working-class ills through "economic and political liberation" (doc 12), but his call came half a century too late for a country torn up by a more radically socialist movement.

The ideas of Karl Marx's revolutionary communist philosophy gained traction in politically unstable France, leading to multiple populist uprisings in the nineteenth century. His insistence that "revolution is necessary" (doc 6) inspired the likes of Louis Blanc whose socialist government ~~was~~ took power in France in the revolution of 1848. Blanc deplored the "regime of inequality" (doc 7) that he believed was plaguing the modern state, but his statement is clearly BIASED in the favor of his own cadre, and not majority will, as evidenced by the socialists' June Days Revolt where they protested a liberal victory (headed by La Mairie) in the ~~the~~

popular elections. Blanc created a fiercely pro-worker state best evidenced by his National Workshop initiative, which gave every unemployed person a job. This top-down approach of the government supporting the lives of citizens was echoed by the German activist Lassalle who said "the state ... increases a million-fold the strength of all individuals" (doc 9). As France moved further through the century, the radicals tended to eschew less the idea of an all-powerful socialist government and more a sort of grassroots utopian anarchy. During the period of the Third Republic, the Paris Commune, an organization of radical, egalitarian socialists, briefly took control of the capital. They wanted to fulfill Marx's ideal of having "no class distinctions" (doc 11), but of course this point of view was BIASED by the practical fact that these Communards were overwhelming members of the poor, who benefitted least from class distinctions in society.

Throughout this period of radical ~~the~~ economic thought, some women pushed for gender equality as a path to better lives for the urban workers. Flora Tristán appealed to the sense of unity among the working class coalitions of the likes of Blanc by extending it across the gender divide — unity of males and females as well as that of all the poor (doc 5). Another Frenchwoman, Pauline Roland took the opportunity to assert women's right to independence, which would put them on equal footing with

the male ~~demands~~^{demands} of the socialist revolutions (doc 8). While their viewpoints do demonstrate the burgeoning support for egalitarianism in ~~the~~ nineteenth century France, their propositions are BIASED due to their own status as women; they would benefit so much from the reforms they propose, it is logical that they would support it with any argument.

Before this fervor for popular rule had fully gripped moderate England or radical France, a few still ~~held~~ held to the older theory that everything would work out. Thomas Malthus was so entrenched in the old way (what Blair called the "regime of inequality") that rather than accept that the poor could rise to control vast sectors of the economy, he insists that there can only be so many jobs available and the agitators ~~should~~ should be more patient (doc 1). The great personal BIAS of his viewpoint derives from his position as a highly-respected economist and author — the type of person who will now need to patiently await a job. Another Englishman, David Ricardo, agrees with Malthus that the population is just too high to help the poor (doc 2). Across the channel and twenty years before the rise of Louis Blanc, Bazard was deploring these such intellectuals for their lack of compassion, their assurance that "everything balances out" (doc 3). Everything did balance out, but it took legal pressure and revolution to do it.

Over the course of the 19th century, the number of European industrial workers increased dramatically due to the economic changes that were occurring. The move to industrialization transformed the living and working conditions of workers and their families. The rush to the city ^{for jobs} caused over-~~pop~~ population and poor-sanitary conditions for workers. Many citizens and intellectuals argued for different solutions to these problems including that European workers faced including government intervention, the passing of reforms and revolutions.

Many theorists and even political leaders argued that it is the governments responsibility to aid the workers by ~~making~~ ^{improving the} living and working conditions. Saint-Amand Bazard, a French social theorist stated that although a laissez-faire policy seems to always work out in the end, the starving population of low income workers can't wait a few years to eat, they need action now (Doc 3), Louis

Blanc, a French Political leader said that it is essential for the government to be strong in a time of despair because "there are weak ~~people~~^{persons} who need a social force to protect them" (Doc. 7). Similar to what Blanc said, Ferdinand Lassalle claims that it is the state who holds a country together by unifying "individuals into a moral whole." (Doc 9). According to the ideas and thoughts of these theorists, the government's actions are what is needed to strengthen the state and improve the lives of the working class.

Taking it a step further, some politicians and activists stated that the governments actions needed to include reforms and civil rights. Many activists at ~~this~~^{this} time believed suffrage was the answer to improving the lives of the working class. Because the working class did not have the right to vote in 1838, the

London Workingmen's Association that "the laboring classes may be silently plundered or suddenly suspended from employment" due to the fact that they did not vote for their representation (Doc 4). By 1896, the working class had received suffrage, and Alexandre Millerand believed that with this advancement, no revolutions will be necessary (Doc. 12). Although women did not have the right to vote, they still fought for civil rights and liberties equal to those of men in hopes of producing better lives for themselves (Docs). With the many reforms that people demanded came the demand for Union's in the workplace in order to fight for equality and justice (Doc 5). Many people in the time of industrialization believed that reforms and civil rights were the solution to the terrible working and living conditions of European workers.

While some people believed in reforms and government actions, others believed a more radical approach was necessary to create the changes they wanted. During the Paris Commune, some thought "the whole system of work should be reorganized..." but until that, class revolutions were likely (Doc. 11). Marx and Engels believed that revolutions were the only way to overthrow the ruling class and achieve the ~~go~~ goals of the workers (Doc. 6). Although the approach of revolution seems radical, ~~is~~ some people at this time believed that it was the way to go to improve the lives of workers.

During the 19th century, there were many different arguments as to how to improve the conditions of the lives of European workers. I believe a combination of these arguments is what helped achieve this goal.

As the working class grew substantially people argued on what to do. Many wanted to rework the system of work to make everything more equal among classes, the rich said that they couldn't do anything, and the radicals argued to institute socialism.

The rich refused to take the blame for the overpopulation of the working class. It was true that they couldn't find "employment and maintenance for all of the poor" (Doc 1). Thomas Malthus is a bias source because he will of course back up his idea that food reproduces arithmetically, and population geometrically so people will starve. He is just prophesizing his own message. The rich also don't want the government to get involved because then they will lose all of their money. The basic principles of trade, and marketing would be messed up by the "Poor Laws which have a direct opposition to these obvious principles." (Doc 2). From David Ricardos perspective if the government gets involved he will lose all his money which is

why he is against these laws. Although the rich took a firm stance so did the poor.

The poor wanted to have bread and housing which there was none left because of the overpopulation. They combated this by forming labour unions because the only way to win was to "march courageously and fraternally down the only appropriate path ~~is~~ unity." (Doc 5). The people pushing for equality all have different opinions and lifestyles but all have to join together to become equal. Many others belonging to churches worried about the poor's well being so they also joined the poor. They wondered "what do we do with the thousands who are starving?" (Doc 3). This from a future saint and church member so she is of course obliged to serve god ~~before~~, and her other human beings first. Many of these men took a more radical approach, socialism.

At this period in time everyone

thought capitalism was a failure and the only way to change it was through revolution. They believed that capitalism was denying them of "liberty, and property which men are deprived by the capitalistic regime," (Doc 12). Alexandre was very bias however for she was a member of the French legislative assembly which was socialist at the time. Since there were too many to take care of they thought the best solution was ~~was~~ "a practical movement, a revolution," (Doc 6) Karl Marx is as bias as you can get, because he was the father of communism.

In the end the labour unions were formed, and they did get beneficial laws for them.

AP[®] EUROPEAN HISTORY 2012 SCORING COMMENTARY

Question 1

Overview

The purpose of the document-based question (DBQ) was to assess the degree to which students could analyze various types of historical documents in order to construct a meaningful analytical essay. Students' essays were evaluated on the extent to which they met the requirements specified in the core scoring guidelines. Students who exceeded these requirements could earn additional points in the expanded core, which is based on holistic assessment. Students were tasked with analyzing 12 documents to identify arguments about how the lives of European workers could be improved. The prompt was straightforward and uncomplicated, leading most students to recognize several arguments related to the prompt.

Sample: 1A

Score: 9

The thesis of this essay is superior because it identifies three positions in a comprehensive manner. The essay uses all 12 documents. There are no misinterpretations, and the thesis is well supported. There are five insightful and contextual point-of-view references (4, 7, 11, 5–8, 1) and four well-defined groups. The essay merited all points in the expanded core because it artfully constructs a persuasive response that combines relevant outside information with acknowledgment of change over time, while skillfully juxtaposing the documents to support its claims. The essay earned core points 1–6, plus 3 points in the expanded core.

Sample: 1B

Score: 5

This essay contains an acceptable but simplistic thesis that identifies three positions. The essay discusses nine documents (3, 7, 9, 4, 12, 8, 5, 11, 6). There are no misinterpretations, and the thesis is adequately supported. The essay makes no attempt at point of view. It contains three acceptable groups. The essay earned core points 1–4 and 6.

Sample: 1C

Score: 1

This essay presents a simplistic but valid thesis. It uses only six documents (1, 2, 5, 3, 12, 6); therefore it could not earn points 2, 3, or 4 because it does not discuss a majority of the documents or use a majority of them to support its thesis. There are two misinterpretations (3, 12) that lead to misgrouping of the documents. There are five weak attempts at point of view (1, 2, 3, 12, 6), only two of which (1, 12) are valid. The essay contains one acceptable group. The essay earned only core point 1.